FACULTY OF ARTS AND SCIENCE
FACULTY BOARD
A meeting of Faculty Board will be held on
Friday, March 26, 2020 at 3:30 p.m.
Zoom Link
Meeting ID: 875 7512 7003 - Passcode: 942380
AGENDA

1. Adoption of the Agenda

2. Approval of the Minutes
   The minutes of February 26, 2021 have been posted.

3. Business Arising from Minutes of February 26, 2021

4. Reports
   a. Dean’s Report
   b. Associate Dean (Teaching and Learning) Report
   c. Associate Dean (Academic) Report
   d. ASUS Report

5. Faculty of Arts and Science (FAS) Changes to Admission Requirements – Appendix A, Appendix B, Appendix C and Appendix D – for approval
   J. Stephenson will move “that the Faculty of Arts and Science Changes to Admission Requirements be approved.”
   a. Arts (QA); Concurrent Education/Arts (QB); Arts at the Bader International Study Centre (QIA); Concurrent Education/Arts at the Bader International Study Centre (QIB); QBridge Arts (QXA) to “English 4U. Additional five required courses may be 4U or 4M.”
   b. Fine Art (QT); Concurrent Education/Fine Art (QTT) to “English 4U. Additional five required courses may be either 4U or 4M. Art is recommended but not mandatory. Portfolio examination.”
   c. Music (QM); Concurrent Education/Music (QMM) to “English 4U. Additional five required courses can be 4U or 4M. Royal Conservatory of Music (Toronto) levels. Personal audition, interview and aural discrimination test.”
   d. Music Theatre (QMT) to “English 4U. Additional five required courses may be either 4U or 4M. Personal audition.”

6. Revisions to Faculty of Arts and Science Academic Calendar Appeal Regulations, and all references to “Associate Dean (Studies)” be changed to “Associate Dean (Academic) – Appendix E – for approval
   J. Stephenson will move “that the Revisions to Faculty of Arts and Science Academic Calendar Appeal Regulations, and all references to “Associate Dean (Studies)” be changed to “Associate Dean (Academic) be approved.”

7. Nominating Committee Update – Appendix F
   J. Hosek will discuss.

8. Question Period

9. Other Business
This template is to be used when seeking approval for a major modification of an existing undergraduate program or a minor modification requiring Senate approval. Modifications must receive the approval of the Faculty Committee/Board before being submitted to the provost’s office. The provost’s office will send the submission to the secretary of the Senate Committee on Academic Development (SCAD), which will then make their recommendations to Senate. Academic units are strongly advised to contact the appropriate academic dean in their faculty with any questions that arise during this proposal development. Refer also to the QUQAP website for information.

**NOTE:** the textboxes in this template will expand as needed.

### Part A – General Summary

<table>
<thead>
<tr>
<th>Name of Existing Program:</th>
<th>BAH (Bachelor of Arts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Unit(s):</td>
<td>Faculty of Arts and Science</td>
</tr>
<tr>
<td>Proposed Implementation Date:</td>
<td>Applied to students admitted to commence studies September 2022</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Information (1)</th>
<th>Contact Information (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Jenn Stephenson</td>
<td>Name:</td>
</tr>
<tr>
<td>Title: Associate Dean (Academic)</td>
<td>Title:</td>
</tr>
<tr>
<td>Unit: Faculty of Arts and Science</td>
<td>Unit:</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:asc.academic@queensu.ca">asc.academic@queensu.ca</a></td>
<td>E-mail:</td>
</tr>
</tbody>
</table>

| Nature of Modification: | Change to admission requirements. |
Major Modifications

- Change in a degree designation without a substantial change in program requirements or learning outcomes (e.g. BSc to BNSc)*
- Significant changes to program requirements from those existing at the time of the previous cyclical review (e.g. admission or graduation requirements)
- Significant changes to the program structure (e.g. major changes to courses comprising a significant proportion of the program, typically 35% or less) [Consult with Vice-Provost (Teaching and Learning)]
- Introduction or deletion of a work experience or co-op option, internship or practicum
- Significant changes to the faculty delivering the program
- Significant changes to the existing mode(s) of delivery (e.g. different campus, on-line, blended learning, inter-institutional collaborations, etc.)**
- Merger of two or more programs
- Introduction of a combined or concurrent program
- Introduction of a dual credential program
- Changes to program content (other than those listed above) that significantly affect the learning outcomes, but do not meet the threshold for a new program

*approval from University Registrar required (see Part C)
**approval from Associate Vice-Principal (Planning and Budgeting) required (see Part C)

Part B – Evaluation Criteria

To facilitate evaluation of the proposal for a major modification of an existing undergraduate program, only the relevant textboxes below need to be completed (consult with the provost’s office at quap@queensu.ca to confirm the information required). Academic units should refer to the new undergraduate program template (available here) for details regarding the sections and tables in that template that need to be completed as specified and imported into the relevant sections below. Academic units should bear in mind the diverse groups (e.g. Faculty Board, SCAD, Senate) that will be reviewing their submission and prepare their proposal accordingly.
Significant Modification of Program Requirements From Those Existing at the Time of Previous Cyclical Review (e.g. admission or graduation requirements) OR Significant Changes to Program Structure (e.g. to courses comprising the Program, typically no more than 35%)

Information required: Specify the nature of the changes in terms of course requirements [Section 3.2 including Table 1], any new courses added [Section 3.3] outline how the changes support the Degree Level Expectations and learning outcomes [Section 5.1 including Table 3], justify any changes to admission [Section 2.1], language [Section 2.2] and/or degree requirements [Section 3.1]. Specify the resource implications [Section 8; space, faculty, staff, budget – include Budget Module and Budget Template of New Program template if appropriate]

Students are admitted to the BAH the following application pathways: Arts (QA), Arts at the Bader International Study Centre (QIA), Concurrent Education/Arts (QB), Concurrent Education/Arts at the Bader International Study Centre (QIB), and QBridge Arts (QXA),

CURRENT REQUIREMENTS: English 4U, plus two additional 4U courses. Additional three required courses may be either 4U or 4M.

PROPOSED REQUIREMENTS: English 4U. Additional five required courses may be either 4U or 4M.

*Ontario Secondary School curriculum terminology is used here for convenience. If approved, equivalences for other jurisdictions, i.e., other Canadian provinces, and other regions outside Canada, will be determined.

RATIONALE

There are four principal reasons for this proposed change: 1) authentic representation of necessary skills for academic success at Queen’s; 2) removing disciplinary bias arising in the Ontario Secondary School curriculum; 3) removal of barriers to accessibility to Bachelor of Arts programs for students from smaller and rural secondary schools; 4) alignment with other Ontario university Bachelor of Arts programs.

Skills for academic success

The underlying principle behind setting admission requirements is to ensure that prospective students are appropriately prepared for academic success upon arrival at Queen’s. Students are admitted to Bachelor of Arts programs in the Faculty of Arts and Science based on competitive grade averages based on six Grade 12 courses. Apart from English, there are no specific disciplinary requirements. The disciplines that comprise the collection of BAH plans to date have been such that students are introduced to the knowledge, skills, and values of their chosen field of study through first- and second-year courses taken as part of their Queen’s experience.

Removal of disciplinary bias according to “course type”

This reason is related to the previous point about academic success. In the Ontario Secondary School curriculum, Grade 12 courses are sorted into different “course types”: University preparation, College preparation, University/College preparation, and Open courses. Broadly speaking, these map onto the Grade
9/10 streams of “academic” (which lead to university programs) and “applied” (which lead to college programs). Open courses are not oriented to any kind of preparation.

In certain disciplines like English, Mathematics, Biology, Physics, Chemistry, and Physical Education, courses are offered both for University preparation (4U) and for College preparation (4C). Some disciplines offer only University preparation courses (only 4U) like History, Economics, Law, Classics, and French. While other disciplines, like Business, Computing, Drama, Music, Visual Arts, First Nations, Métis and Inuit Studies, and Social Sciences courses like “Challenge and Change in Society” and “Issues in Human Growth and Development,” have the course type, University/College preparation and given a 4M designation, indicating that they serve dual pathways.

From comparative analysis of 4U and 4M course learning outcomes, there is no distinction to be made between these two course types in terms of academic achievement. (See “Sample Course Descriptions and Learning Outcomes” attached.) According to the Ontario Curriculum documents, courses in the same discipline regardless of U or M designation use the same assessment rubric. In terms of academic “quality,” 4M courses are “University level” preparation courses.

The current Queen’s admission requirements to Arts programs by requiring two additional University level courses (in addition to English) creates some (unintended) bias by pushing students into certain disciplines to fulfill that requirement, and conversely deflecting them from other disciplines.

Removal of barriers to accessibility

This reason is again related to the point above. Smaller schools (usually in rural or remote locations), lack the capacity to offer the full range of 4U courses listed in the Ontario Secondary School curriculum. These schools are compelled to be selective in their offerings. And so, to meet requirements for Applied Science and Science programs, these schools prioritize those 4U courses, offering few Arts and Social Science courses that are designated 4U. The effect is that a student planning to apply to study Arts at Queen’s is pressed into taking

2 “Students choose between course types on the basis of their interests, achievement, and postsecondary goals. The course types offered in Grades 11 and 12 are defined as follows: University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges. College preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to specific apprenticeship or other training programs.” (The Ontario Curriculum Grades 11 and 12: English (2007): p.10)

3 “Open courses are designed to broaden students’ knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.” (The Ontario Curriculum Grades 11 and 12: English (2007): p.10)

courses in maths and sciences to attain the requisite number of 4U courses, which might negatively affect their grade average, and is diverted perhaps from courses which align with their interests and their passions.

Inter-university alignment

A scan of the admissions requirements to Arts Programs (BAH) across Ontario universities revealed that Queen’s is the only university to ask for more than one 4U course. All other Ontario universities only ask for English 4U; some specify a minimum grade in that course, usually 70%. Admission requirements to Arts programs at Queen’s which asks for English 4U plus two other 4U courses is a significant outlier. (See “Comparison” chart attached.) On one hand, simply following the crowd might not be a rationale for change. On the other hand, we might be deflecting academically strong Arts and Social Science focused students from Queen’s due to our more stringent requirements.

Comparison of number of “4U” courses specified in Ontario University Admission Requirements to Bachelor of Arts degree programs

<table>
<thead>
<tr>
<th>University (Program)</th>
<th>3 x 4U</th>
<th>2 x 4U</th>
<th>1 X 4U</th>
<th>No 4U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algoma (Arts)</td>
<td></td>
<td></td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>Brock University (Faculty of Social Science)</td>
<td></td>
<td></td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>Brock University (Faculty of Humanities)</td>
<td></td>
<td></td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>Carleton (Bachelor of Arts)</td>
<td></td>
<td></td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>Lakehead (Bachelor of Arts)</td>
<td></td>
<td></td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>Laurentian (Arts)</td>
<td></td>
<td></td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>McMaster University (Humanities)</td>
<td></td>
<td></td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>McMaster University (Social Sciences)</td>
<td></td>
<td></td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>Nipissing University (Bachelor of Arts)</td>
<td></td>
<td></td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>Queen’s University (BAH)</td>
<td>X*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Royal Military College (Arts)</td>
<td></td>
<td></td>
<td>X*+ 3U Math</td>
<td></td>
</tr>
<tr>
<td>Ryerson University (Bachelor of Arts)</td>
<td></td>
<td></td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>Trent University (Bachelor of Arts)</td>
<td></td>
<td></td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>University of Guelph (Bachelor of Arts)</td>
<td></td>
<td></td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>University of Ottawa (Bachelor of Arts)</td>
<td></td>
<td></td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>University of Toronto (Humanities)</td>
<td></td>
<td></td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>University of Toronto (Social Sciences)</td>
<td>X*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Waterloo (Honours Arts; Honours Arts &amp; Business)</td>
<td>X*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Windsor (Arts, Humanities + Social Science)</td>
<td>X*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western University and affiliates (Arts &amp; Humanities; Social Science)</td>
<td>X*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilfrid Laurier University (Humanities and Social Science)</td>
<td>X*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilfrid Laurier University (Psychology BA)</td>
<td>X* + (3M Functions OR 3U Functions &amp; Relations OR any 4U Math)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>York University (Bachelor of Arts)</td>
<td>X*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Asterisk indicates that only English 4U is required

Note: Bachelor of Arts (Economics) commonly also requires one or two 4U Math. (Not listed here).
# Part C - Authorizations

**Note:** Refer to Part B for necessary authorizations

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Dean(s) (or delegate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Vice-Principal, Planning and Budgeting (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice-Provost and University Librarian (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Registrar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost and Vice-Principal (Academic)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date approved by Faculty Board(s)/Committee(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date Approved by SCAD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date Approved by Senate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This template is to be used when seeking approval for a major modification of an existing undergraduate program or a minor modification requiring Senate approval. Modifications must receive the approval of the Faculty Committee/Board before being submitted to the provost’s office. The provost’s office will send the submission to the secretary of the Senate Committee on Academic Development (SCAD), which will then make their recommendations to Senate. Academic units are strongly advised to contact the appropriate academic dean in their faculty with any questions that arise during this proposal development. Refer also to the QUQAP website for information.

NOTE: the textboxes in this template will expand as needed.

**Part A – General Summary**

<table>
<thead>
<tr>
<th>Name of Existing Program:</th>
<th>BFA (Bachelor of Fine Art) Visual Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Unit(s):</td>
<td>Faculty of Arts and Science</td>
</tr>
<tr>
<td>Proposed Implementation Date:</td>
<td>Applied to students admitted to commence studies September 2022</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Information (1)</th>
<th>Contact Information (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
</tr>
<tr>
<td>Jenn Stephenson</td>
<td>Alejandro Arauz</td>
</tr>
<tr>
<td>Title:</td>
<td>Title:</td>
</tr>
<tr>
<td>Associate Dean (Academic)</td>
<td>Chair of Undergraduate Studies</td>
</tr>
<tr>
<td>Unit:</td>
<td>Unit:</td>
</tr>
<tr>
<td>Faculty of Arts and Science</td>
<td>Department of Visual Art</td>
</tr>
<tr>
<td>E-mail:</td>
<td>E-mail:</td>
</tr>
<tr>
<td><a href="mailto:asc.academic@queensu.ca">asc.academic@queensu.ca</a></td>
<td><a href="mailto:alejandro.arauz@queensu.ca">alejandro.arauz@queensu.ca</a></td>
</tr>
</tbody>
</table>

| Nature of Modification: | Change to admission requirements. |
Major Modifications

- ☐ Change in a degree designation without a substantial change in program requirements or learning outcomes (e.g. BSc to BNSc)*
- X Significant changes to program requirements from those existing at the time of the previous cyclical review (e.g. admission or graduation requirements)
- ☐ Significant changes to the program structure (e.g. major changes to courses comprising a significant proportion of the program, typically 35% or less) [Consult with Vice-Provost (Teaching and Learning)]
- ☐ Introduction or deletion of a work experience or co-op option, internship or practicum
- ☐ Significant changes to the faculty delivering the program
- ☐ Significant changes to the existing mode(s) of delivery (e.g. different campus, on-line, blended learning, inter-institutional collaborations, etc.)**
- ☐ Merger of two or more programs
- ☐ Introduction of a combined or concurrent program
- ☐ Introduction of a dual credential program
- ☐ Changes to program content (other than those listed above) that significantly affect the learning outcomes, but do not meet the threshold for a new program

*approval from University Registrar required (see Part C)
**approval from Associate Vice-Principal (Planning and Budgeting) required (see Part C)

Part B – Evaluation Criteria

To facilitate evaluation of the proposal for a major modification of an existing undergraduate program, only the relevant textboxes below need to be completed (consult with the provost’s office at quap@queensu.ca to confirm the information required). Academic units should refer to the new undergraduate program template (available here) for details regarding the sections and tables in that template that need to be completed as specified and imported into the relevant sections below. Academic units should bear in mind the diverse groups (e.g. Faculty Board, SCAD, Senate) that will be reviewing their submission and prepare their proposal accordingly.
Significant Modification of Program Requirements From Those Existing at the Time of Previous Cyclical Review (e.g. admission or graduation requirements) OR Significant Changes to Program Structure (e.g. to courses comprising the Program, typically no more than 35%)

**Information required:** Specify the nature of the changes in terms of course requirements [Section 3.2 including Table 1], any new courses added [Section 3.3] outline how the changes support the Degree Level Expectations and learning outcomes [Section 5.1 including Table 3], justify any changes to admission [Section 2.1], language [Section 2.2] and/or degree requirements [Section 3.1], Specify the resource implications [Section 8; space, faculty, staff, budget – include Budget Module and Budget Template of New Program template if appropriate]

Students are admitted to the BFA Visual Art the following application pathways: Visual Art (QT) and Concurrent Education/Visual Art (QTT)

**CURRENT REQUIREMENTS:** English 4U, plus one additional 4U course. Additional four required courses may be either 4U or 4M. Art is recommended but not mandatory. Portfolio examination.

**PROPOSED REQUIREMENTS:** English 4U. Additional five required courses may be either 4U or 4M. Art is recommended but not mandatory. Portfolio examination.

*Ontario Secondary School curriculum terminology is used here for convenience. If approved, equivalences for other jurisdictions, i.e., other Canadian provinces, and other regions outside Canada, will be determined.

**RATIONALE**

There are four principal reasons for this proposed change: 1) authentic representation of necessary skills for academic success at Queen’s; 2) removing disciplinary bias arising in the Ontario Secondary School curriculum; 3) removal of barriers to accessibility to Bachelor of Fine Art (Visual Art) programs for students from smaller and rural secondary schools; 4) alignment with proposed changes to Queen’s BAH admissions.

**Skills for academic success**

The underlying principle behind setting admission requirements is to ensure that prospective students are appropriately prepared for academic success upon arrival at Queen’s. Students are admitted to Bachelor of Visual art programs in the Faculty of Arts and Science based on competitive grade averages based on six Grade 12 courses. Apart from English and proficiency in visual art, there are no specific disciplinary requirements.¹

**Removal of disciplinary bias according to “course type”**

This reason is related to the previous point about academic success. In the Ontario Secondary School curriculum, Grade 12 courses are sorted into different “course types”: University preparation, College preparation, University/College preparation, and Open courses. Broadly speaking, these map onto the Grade

---

¹ That is, a student who wishes to study History, for example, does not require Grade 12 History, or indeed any previous experience in the discipline apart from the general requirements of the Ontario Secondary School Diploma (OSSD).
9/10 streams of “academic” (which lead to university programs) and “applied” (which lead to college programs). Open courses are not oriented to any kind of preparation.

In certain disciplines like English, Mathematics, Biology, Physics, Chemistry, and Physical Education, courses are offered both for University preparation (4U) and for College preparation (4C). Some disciplines offer only University preparation courses (only 4U) like History, Economics, Law, Classics, and French. While other disciplines, like Business, Computing, Drama, Music, Visual Arts, First Nations, Métis and Inuit Studies, and Social Sciences courses like “Challenge and Change in Society” and “Issues in Human Growth and Development,” have the course type, University/College preparation and given a 4M designation, indicating that they serve dual pathways.

From comparative analysis of 4U and 4M course learning outcomes, there is no distinction to be made between these two course types in terms of academic achievement. (See “Sample Course Descriptions and Learning Outcomes” attached.) According to the Ontario Curriculum documents, courses in the same discipline regardless of U or M designation use the same assessment rubric. In terms of academic “quality,” 4M courses are “University level” preparation courses.

The current Queen’s admission requirements to Visual Art programs by requiring one additional University level course (in addition to English) creates some (unintended) bias by pushing students into certain disciplines to fulfill that requirement, and conversely deflecting them from other disciplines.

**Removal of barriers to accessibility**

This reason is again related to the point above. Smaller schools (usually in rural or remote locations), lack the capacity to offer the full range of 4U courses listed in the Ontario Secondary School curriculum. These schools are compelled to be selective in their offerings. And so, to meet requirements for Applied Science and Science programs, these schools prioritize those 4U courses, offering few Arts and Social Science courses that are designated 4U. Courses in the creative arts are designated 4M. The effect is that a student planning to apply to

---

2 “Students choose between course types on the basis of their interests, achievement, and postsecondary goals. The course types offered in Grades 11 and 12 are defined as follows: University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges. College preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to specific apprenticeship or other training programs.” (The Ontario Curriculum Grades 11 and 12: English (2007): p.10)

3 “Open courses are designed to broaden students’ knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.” (The Ontario Curriculum Grades 11 and 12: English (2007): p.10)

study Visual Art at Queen’s may be pressed into taking courses in maths and sciences to attain the requisite number of 4U courses, which might negatively affect their grade average, and is diverted perhaps from courses which align with their interests and their passions.

Alignment with new admissions requirements for Queen’s BAH

It is proposed that the admission requirements for Queen’s BAH programs be changed from English 4U plus two other 4U courses plus three other 4U or 4M courses to English 4U plus five other 4U or 4M courses. Upon approval of the change to the admission requirement for Queen’s BAH programs it is appropriate that the admission requirements for the BFA Visual Art program to also be similarly modified for consistency and to reflect the same general underlying principles motivating that change.
## Part C - Authorizations

*Note: Refer to Part B for necessary authorizations*

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Dean(s) (or delegate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Vice-Principal, Planning and Budgeting (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice-Provost and University Librarian (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Registrar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost and Vice-Principal (Academic)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date approved by Faculty Board(s)/Committee(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date Approved by SCAD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date Approved by Senate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNDERGRADUATE PROGRAM - MAJOR MODIFICATION PROPOSAL
AND
MINOR MODIFICATIONS REQUIRING SENATE APPROVAL

Expedited Approval Submission Form

This template is to be used when seeking approval for a major modification of an existing undergraduate program or a minor modification requiring Senate approval. Modifications must receive the approval of the Faculty Committee/Board before being submitted to the provost's office. The provost’s office will send the submission to the secretary of the Senate Committee on Academic Development (SCAD), which will then make their recommendations to Senate. Academic units are strongly advised to contact the appropriate academic dean in their faculty with any questions that arise during this proposal development. Refer also to the QUQAP website for information.

NOTE: the textboxes in this template will expand as needed.

Part A – General Summary

<table>
<thead>
<tr>
<th>Name of Existing Program:</th>
<th>BMus (Bachelor of Music)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Unit(s):</td>
<td>Faculty of Arts and Science</td>
</tr>
<tr>
<td>Proposed Implementation Date:</td>
<td>Applied to students admitted to commence studies September 2022</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Information (1)</th>
<th>Contact Information (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Jenn Stephenson</td>
<td>Name: John Burge</td>
</tr>
<tr>
<td>Title: Associate Dean (Academic)</td>
<td>Title: Chair of Undergraduate Studies</td>
</tr>
<tr>
<td>Unit: Faculty of Arts and Science</td>
<td>Unit: Dan School of Drama and Music</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:asc.academic@queensu.ca">asc.academic@queensu.ca</a></td>
<td>E-mail: <a href="mailto:burgej@queensu.ca">burgej@queensu.ca</a></td>
</tr>
</tbody>
</table>

| Nature of Modification: | Change to admission requirements. |
**Major Modifications**

- Change in a degree designation without a substantial change in program requirements or learning outcomes (e.g. BSc to BNSc)*
- Significant changes to program requirements from those existing at the time of the previous cyclical review (e.g. admission or graduation requirements)
- Significant changes to the program structure (e.g. major changes to courses comprising a significant proportion of the program, typically 35% or less)[Consult with Vice-Provost (Teaching and Learning)]
- Introduction or deletion of a work experience or co-op option, internship or practicum
- Significant changes to the faculty delivering the program
- Significant changes to the existing mode(s) of delivery (e.g. different campus, on-line, blended learning, inter-institutional collaborations, etc.)**
- Merger of two or more programs
- Introduction of a combined or concurrent program
- Introduction of a dual credential program
- Changes to program content (other than those listed above) that significantly affect the learning outcomes, but do not meet the threshold for a new program

*approval from University Registrar required (see Part C)
**approval from Associate Vice-Principal (Planning and Budgeting) required (see Part C)

---

**Part B – Evaluation Criteria**

To facilitate evaluation of the proposal for a major modification of an existing undergraduate program, only the relevant textboxes below need to be completed (consult with the provost’s office at quap@queensu.ca to confirm the information required). Academic units should refer to the new undergraduate program template (available here) for details regarding the sections and tables in that template that need to be completed as specified and imported into the relevant sections below. Academic units should bear in mind the diverse groups (e.g. Faculty Board, SCAD, Senate) that will be reviewing their submission and prepare their proposal accordingly.
Significant Modification of Program Requirements From Those Existing at the Time of Previous Cyclical Review (e.g. admission or graduation requirements) OR Significant Changes to Program Structure (e.g. to courses comprising the Program, typically no more than 35%)

Information required: Specify the nature of the changes in terms of course requirements [Section 3.2 including Table 1], any new courses added [Section 3.3] outline how the changes support the Degree Level Expectations and learning outcomes [Section 5.1 including Table 3], justify any changes to admission [Section 2.1], language [Section 2.2] and/or degree requirements [Section 3.1], Specify the resource implications [Section 8; space, faculty, staff, budget – include Budget Module and Budget Template of New Program template if appropriate]

Students are admitted to the BMus the following application pathways: Music (QM) and Concurrent Education/Music (QMM)

CURRENT REQUIREMENTS: English 4U, plus one additional 4U course. Royal Conservatory of Music (Toronto) levels. Personal audition, interview and aural discrimination test.

PROPOSED REQUIREMENTS: English 4U. Additional five required courses may be either 4U or 4M. Royal Conservatory of Music (Toronto) levels. Personal audition, interview and aural discrimination test.

*Ontario Secondary School curriculum terminology is used here for convenience. If approved, equivalences for other jurisdictions, i.e., other Canadian provinces, and other regions outside Canada, will be determined.

RATIONALE

There are four principal reasons for this proposed change: 1) authentic representation of necessary skills for academic success at Queen’s; 2) removing disciplinary bias arising in the Ontario Secondary School curriculum; 3) removal of barriers to accessibility to Bachelor of Music program for students from smaller and rural secondary schools; 4) alignment with proposed changes to Queen’s BAH admissions.

Skills for academic success

The underlying principle behind setting admission requirements is to ensure that prospective students are appropriately prepared for academic success upon arrival at Queen’s. Students are admitted to Bachelor of Music program in the Faculty of Arts and Science based on competitive grade averages based on six Grade 12 courses. Apart from English and music proficiency, there are no specific disciplinary requirements.1

Removal of disciplinary bias according to “course type”

This reason is related to the previous point about academic success. In the Ontario Secondary School curriculum, Grade 12 courses are sorted into different “course types”: University preparation, College preparation, University/College preparation, and Open courses. Broadly speaking, these map onto the Grade

---

1 That is, a student who wishes to study History, for example, does not require Grade 12 History, or indeed any previous experience in the discipline apart from the general requirements of the Ontario Secondary School Diploma (OSSD).
9/10 streams of “academic” (which lead to university programs) and “applied” (which lead to college programs).² Open courses are not oriented to any kind of preparation.³

In certain disciplines like English, Mathematics, Biology, Physics, Chemistry, and Physical Education, courses are offered both for University preparation (4U) and for College preparation (4C). Some disciplines offer only University preparation courses (only 4U) like History, Economics, Law, Classics, and French. While other disciplines, like Business, Computing, Drama, Music, Visual Arts, First Nations, Métis and Inuit Studies, and Social Sciences courses like “Challenge and Change in Society” and “Issues in Human Growth and Development,” have the course type, University/College preparation and given a 4M designation, indicating that they serve dual pathways.

From comparative analysis of 4U and 4M course learning outcomes, there is no distinction to be made between these two course types in terms of academic achievement. (See “Sample Course Descriptions and Learning Outcomes” attached.) According to the Ontario Curriculum documents, courses in the same discipline regardless of U or M designation use the same assessment rubric.⁴ In terms of academic “quality,” 4M courses are “University level” preparation courses.⁵

The current Queen’s admission requirements to the Music program by requiring one additional University level course (in addition to English) creates some (unintended) bias by pushing students into certain disciplines to fulfill that requirement, and conversely deflecting them from other disciplines.

**Removal of barriers to accessibility**

This reason is again related to the point above. Smaller schools (usually in rural or remote locations), lack the capacity to offer the full range of 4U courses listed in the Ontario Secondary School curriculum. These schools are compelled to be selective in their offerings. And so, to meet requirements for Applied Science and Science programs, these schools prioritize those 4U courses, offering few Arts and Social Science courses that are designated 4U. Courses in the creative arts are designated 4M. The effect is that a student planning to apply to

---

² “Students choose between course types on the basis of their interests, achievement, and postsecondary goals. The course types offered in Grades 11 and 12 are defined as follows: University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges. College preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to specific apprenticeship or other training programs.” (*The Ontario Curriculum Grades 11 and 12: English* (2007): p.10)

³ “Open courses are designed to broaden students’ knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.” (*The Ontario Curriculum Grades 11 and 12: English* (2007): p.10)

study Music at Queen’s may be pressed into taking courses in maths and sciences to attain the requisite number of 4U courses, which might negatively affect their grade average, and is diverted perhaps from courses which align with their interests and their passions.

**Alignment with new admissions requirements for Queen’s BAH**

It is proposed that the admission requirements for Queen’s BAH programs be changed from English 4U plus two other 4U courses plus three other 4U or 4M courses to English 4U plus five other 4U or 4M courses. Upon approval of the change to the admission requirement for Queen’s BAH programs it is appropriate that the admission requirements for the BMus program to also be similarly modified for consistency and to reflect the same general underlying principles motivating that change.
**Part C - Authorizations**

*Note: Refer to Part B for necessary authorizations*

<table>
<thead>
<tr>
<th>Role (if applicable)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Dean(s) (or delegate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Vice-Principal, Planning and Budgeting (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice-Provost and University Librarian (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Registrar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost and Vice-Principal (Academic)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date approved by Faculty Board(s)/Committee(s)**

**Date Approved by SCAD**

**Date Approved by Senate**
UNDERGRADUATE PROGRAM - MAJOR MODIFICATION PROPOSAL
AND
MINOR MODIFICATIONS REQUIRING SENATE APPROVAL

Expedited Approval Submission Form

This template is to be used when seeking approval for a major modification of an existing undergraduate program or a minor modification requiring Senate approval. Modifications must receive the approval of the Faculty Committee/Board before being submitted to the provost’s office. The provost’s office will send the submission to the secretary of the Senate Committee on Academic Development (SCAD), which will then make their recommendations to Senate. Academic units are strongly advised to contact the appropriate academic dean in their faculty with any questions that arise during this proposal development. Refer also to the QUQAP website for information.

NOTE: the textboxes in this template will expand as needed.

<table>
<thead>
<tr>
<th>Part A – General Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Existing Program:</td>
</tr>
<tr>
<td>Academic Unit(s):</td>
</tr>
<tr>
<td>Proposed Implementation Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Information (1)</th>
<th>Contact Information (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
</tr>
<tr>
<td>Jenn Stephenson</td>
<td>John Burge</td>
</tr>
<tr>
<td>Title:</td>
<td>Title:</td>
</tr>
<tr>
<td>Associate Dean (Academic)</td>
<td>Chair of Undergraduate Studies</td>
</tr>
<tr>
<td>Unit:</td>
<td>Unit:</td>
</tr>
<tr>
<td>Faculty of Arts and Science</td>
<td>Dan School of Drama and Music</td>
</tr>
<tr>
<td>E-mail:</td>
<td>E-mail:</td>
</tr>
<tr>
<td><a href="mailto:asc.academic@queensu.ca">asc.academic@queensu.ca</a></td>
<td><a href="mailto:burgej@queensu.ca">burgej@queensu.ca</a></td>
</tr>
</tbody>
</table>

Nature of Modification: Change to admission requirements.
Major Modifications

- Change in a degree designation without a substantial change in program requirements or learning outcomes (e.g. BSc to BNSc)*
- Significant changes to program requirements from those existing at the time of the previous cyclical review (e.g. admission or graduation requirements)
- Significant changes to the program structure (e.g. major changes to courses comprising a significant proportion of the program, typically 35% or less) [Consult with Vice-Provost (Teaching and Learning)]
- Introduction or deletion of a work experience or co-op option, internship or practicum
- Significant changes to the faculty delivering the program
- Significant changes to the existing mode(s) of delivery (e.g. different campus, on-line, blended learning, inter-institutional collaborations, etc.)**
- Merger of two or more programs
- Introduction of a combined or concurrent program
- Introduction of a dual credential program
- Changes to program content (other than those listed above) that significantly affect the learning outcomes, but do not meet the threshold for a new program

*approval from University Registrar required (see Part C)
**approval from Associate Vice-Principal (Planning and Budgeting) required (see Part C)

Part B – Evaluation Criteria

To facilitate evaluation of the proposal for a major modification of an existing undergraduate program, only the relevant textboxes below need to be completed (consult with the provost’s office at quap@queensu.ca to confirm the information required). Academic units should refer to the new undergraduate program template (available here) for details regarding the sections and tables in that template that need to be completed as specified and imported into the relevant sections below. Academic units should bear in mind the diverse groups (e.g. Faculty Board, SCAD, Senate) that will be reviewing their submission and prepare their proposal accordingly.
Significant Modification of Program Requirements From Those Existing at the Time of Previous Cyclical Review (e.g. admission or graduation requirements)

OR Significant Changes to Program Structure (e.g. to courses comprising the Program, typically no more than 35%)

**Information required:** Specify the nature of the changes in terms of course requirements [Section 3.2 including Table 1], any new courses added [Section 3.3] outline how the changes support the Degree Level Expectations and learning outcomes [Section 5.1 including Table 3], justify any changes to admission [Section 2.1], language [Section 2.2] and/or degree requirements [Section 3.1], Specify the resource implications [Section 8; space, faculty, staff, budget – include Budget Module and Budget Template of New Program template if appropriate].

Students are admitted to the BMT the following application pathways: QMT (Bachelor of Music Theatre)

**CURRENT REQUIREMENTS:** English 4U, plus one additional 4U course. Personal audition.

**PROPOSED REQUIREMENTS:** English 4U. Additional five required courses may be either 4U or 4M. Personal audition.

*Ontario Secondary School curriculum terminology is used here for convenience. If approved, equivalences for other jurisdictions, i.e., other Canadian provinces, and other regions outside Canada, will be determined.

**RATIONALE**

There are four principal reasons for this proposed change: 1) authentic representation of necessary skills for academic success at Queen’s; 2) removing disciplinary bias arising in the Ontario Secondary School curriculum; 3) removal of barriers to accessibility to Bachelor of Music Theatre program for students from smaller and rural secondary schools; 4) alignment with proposed changes to Queen’s BAH admissions.

**Skills for academic success**

The underlying principle behind setting admission requirements is to ensure that prospective students are appropriately prepared for academic success upon arrival at Queen’s. Students are admitted to Bachelor of Music Theatre program in the Faculty of Arts and Science based on competitive grade averages based on six Grade 12 courses. Apart from English and music theatre performance proficiency, there are no specific disciplinary requirements.1

**Removal of disciplinary bias according to “course type”**

This reason is related to the previous point about academic success. In the Ontario Secondary School curriculum, Grade 12 courses are sorted into different “course types”: University preparation, College preparation, University/College preparation, and Open courses. Broadly speaking, these map onto the Grade 9/10 streams of “academic” (which lead to university programs) and “applied” (which lead to college programs).2 Open courses are not oriented to any kind of preparation.3

---

1 That is, a student who wishes to study History, for example, does not require Grade 12 History, or indeed any previous experience in the discipline apart from the general requirements of the Ontario Secondary School Diploma (OSSD).

2 “Students choose between course types on the basis of their interests, achievement, and postsecondary goals. The course types offered in Grades 11 and 12 are defined as follows: University preparation courses are designed to
In certain disciplines like English, Mathematics, Biology, Physics, Chemistry, and Physical Education, courses are offered both for University preparation (4U) and for College preparation (4C). Some disciplines offer only University preparation courses (only 4U) like History, Economics, Law, Classics, and French. While other disciplines, like Business, Computing, Drama, Music, Visual Arts, First Nations, Métis and Inuit Studies, and Social Sciences courses like “Challenge and Change in Society” and “Issues in Human Growth and Development,” have the course type, University/College preparation and given a 4M designation, indicating that they serve dual pathways.

From comparative analysis of 4U and 4M course learning outcomes, there is no distinction to be made between these two course types in terms of academic achievement. (See “Sample Course Descriptions and Learning Outcomes” attached.) According to the Ontario Curriculum documents, courses in the same discipline regardless of U or M designation use the same assessment rubric. In terms of academic “quality,” 4M courses are “University level” preparation courses.

The current Queen’s admission requirements to the Music Theatre program by requiring one additional University level course (in addition to English) creates some (unintended) bias by pushing students into certain disciplines to fulfill that requirement, and conversely deflecting them from other disciplines.

Removal of barriers to accessibility

This reason is again related to the point above. Smaller schools (usually in rural or remote locations), lack the capacity to offer the full range of 4U courses listed in the Ontario Secondary School curriculum. These schools are compelled to be selective in their offerings. And so, to meet requirements for Applied Science and Science programs, these schools prioritize those 4U courses, offering few Arts and Social Science courses that are designated 4U. Courses in the creative arts are designated 4M. The effect is that a student planning to apply to study Music Theatre at Queen’s may be pressed into taking courses in maths and sciences to attain the requisite number of 4U courses, which might negatively affect their grade average, and is diverted perhaps from courses which align with their interests and their passions.

Alignment with new admissions requirements for Queen’s BAH

equip students with the knowledge and skills they need to meet the entrance requirements for university programs. University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges. College preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to specific apprenticeship or other training programs.” (The Ontario Curriculum Grades 11 and 12: English (2007): p.10)

3 “Open courses are designed to broaden students’ knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.” (The Ontario Curriculum Grades 11 and 12: English (2007): p.10)

It is proposed that the admission requirements for Queen’s BAH programs be changed from English 4U plus two other 4U courses plus three other 4U or 4M courses to English 4U plus five other 4U or 4M courses. Upon approval of the change to the admission requirement for Queen’s BAH programs it is appropriate that the admission requirements for the BMT program to also be similarly modified for consistency and to reflect the same general underlying principles motivating that change.
### Part C - Authorizations

**Note:** Refer to Part B for necessary authorizations

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department Head(s)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Faculty Dean(s) (or delegate)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Associate Vice-Principal, Planning and Budgeting (if applicable)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vice-Provost and University Librarian (if applicable)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>University Registrar</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Provost and Vice-Principal (Academic)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Date approved by Faculty Board(s)/Committee(s)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Date Approved by SCAD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Date Approved by Senate</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appeal of Academic Decisions

Information on the appeals process is available from Dunning Hall, 1st floor, or at http://www.queensu.ca/artsci/students-at-queens/academic-appeals. Faculty Regulations are consistently being reviewed and may change at any time. For the most up-to-date version of this appeal information and the Academic Regulations see the Web Calendar at http://www.queensu.ca/artsci/academic-calendar.

The following is a summary of the information relating to Appeal of Academic Decisions:

1. Introduction
2. Appeals Related to Academic Integrity
3. Appeals on Matters Other than Those Related to Academic Integrity

Section 1: Introduction

1.1 – General Overview of Appeal of Academic Decisions

The Academic Regulations for the Faculty of Arts and Science are designed to ensure that academic standards are upheld and that all students are treated fairly and equitably. The Faculty does, however, understand that there are occasions in which extenuating circumstances – that is, personal circumstances beyond a student’s control – adversely affect a student’s performance at Queen’s University. The appeal process is available to reconsider the suitability of sanctions or penalties imposed upon a student in light of information brought forward by the student concerning such extenuating circumstances.

In general, with the exception of appeals related to final examinations, final grades, or non-academic discipline where other criteria will apply, appeals are only granted where there are significantly extenuating circumstances, beyond the student’s control, which would merit the waiving of a particular Faculty regulation or decision. Extenuating circumstances normally involve a significant physical or psychological event that is beyond a student’s control and debilitating to his or her academic performance. These kinds of extraordinary situations should be supported by official documentation from a health care or related professional.

Official documentation does not need to outline the specifics of the particular condition or matter affecting the student, but must clearly indicate ways in which the extenuating circumstances directly affected the student’s performance, and should verify that these effects were substantial enough to cause the academic problem. Information on the start, duration and present state of the extenuating condition is critical to helping the instructor, Associate Dean (Studies) or Board of Studies to make an informed decision. Further, a clear statement on whether the condition or circumstances have either improved or are being managed so that they will not have a significant detrimental effect on future academic performance is also essential.

The appeals process does not compensate for extenuating circumstances that the student is unable to resolve, or for which the student is unwilling to actively seek accommodation. In addition, the appeals process does not compensate for extenuating circumstances that are actively being accommodated, for example where a student’s permanent disabilities are being accommodated through Queen’s Student Accessibility Services. Multiple appeals citing the same extenuating circumstances will be reviewed very closely. This review may include, with the permission of the student, consultation with the appropriate professionals involved to obtain more detailed information. In order for such an appeal to succeed, there must be convincing evidence that the circumstances that affected the student’s academic performance will be resolved within a reasonable timeline, or will be appropriately managed on an ongoing basis.

1.2 – Contexts for Appeals in the Faculty of Arts and Science

1.2.1 – Academic Integrity

The International Center for Academic Integrity (ICAI) defines academic integrity as “a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility and courage. From these
values flow principles of behaviour that enable academic communities to translate ideals into action”. This concept is more fully explored in Academic Regulation 1 in the Arts and Science Calendar, but the educational mission of Queen’s with its emphasis on “intellectual integrity,” “freedom of inquiry and exchange of ideas” and “equal dignity of all persons” depends on an adherence to academic integrity in all its actions (see the Senate Report on Principles and Priorities). In support of the concept of academic integrity, students have the responsibility to familiarize themselves with the rules and regulations of the Faculty. Additional information on academic integrity regulations, information for instructors and students and direction for appeals can be found in Academic Regulation 1. Appeals for issues of academic integrity are described in Appeal of Academic Decisions, Section 2.

1.2.2 – Procedural Fairness
Procedural fairness or natural justice holds that:

(i) Students must have access to any evidence and information relevant to the academic matter in question;
(ii) Students must have a meaningful opportunity to respond;
(iii) Students have a right to seek support or advice (normally from the University Ombudsman);
(iv) The decision maker must be free from apprehension of bias; and
(v) The decision maker must provide reasons for the decision based on evidence and the decision must be consistent with the Academic Regulations.

1.2.3 – The University Setting
The University environment is characterized by a spirit of free exchange and inquiry, and the appeal process should be carried out with this in mind. The appeal process should take into consideration the educational context and role of disciplinary proceedings.

Educational hearings are not legal proceedings and should not resemble a courtroom. The proceedings should not be adversarial or prosecutorial; instead they should be conducted in an environment of mutual respect.

1.2.4 – The Senate Policy on Student Appeals, Rights and Discipline
The Senate Policy on Student Appeals, Rights and Discipline (SARD) provides a procedural framework for proceedings in the Faculty of Arts and Science. The expectation is that disputed matters will continue to be resolved as closely as possible to the level at which they originate, and as quickly as is consonant with careful review. In accordance with the SARD policy, informality has characterized the administration of regulations in the Faculty of Arts and Science as far as possible. However, when a matter cannot be resolved through an informal review, the Faculty’s regulations provide students with the opportunity to formally appeal academic decisions.

The SARD policy also offers the following guidance on decision making:

“[All decision making bodies are intended] to ensure that students are treated fairly, but at the same time [it is recognized] that primary responsibility for making decisions about individual students rests with those who are closest to the students, who can fairly compare the individual students to other students in similar positions, and who have knowledge of the context in which the decision is made.

It is recognized that a decision-making body has the discretion to select among a number of reasonable alternatives. A decision that is fairly made shall only be reversed if the [decision maker] is satisfied that it was not a reasonable decision. “Reasonable” in this context means a decision that is grounded in logic. In other words, a reasonable decision is one that is supported by logical inferences from accepted premises and facts. If there is more than one conclusion that may be reasonably drawn from the same premises and facts, the choice of one conclusion over another does not make the decision unreasonable. [Decision-making bodies] shall not reverse a decision solely on the basis that it would not have made the same decision itself if it were exercising discretion. There is a considerable body of Canadian jurisprudence that helps define what constitutes review on the ground that a decision is not ‘reasonable’.”
Section 3: Appeals on Matters Other than Those Related to Academic Integrity

3.1 – Levels of Appeal
There are three levels of appeal within the Faculty of Arts and Science:

(i) The instructor;
(ii) The Office of the Associate Dean (Studies); and
(iii) The Board of Studies.

These levels of appeal deliver a decision addressing the academic issues raised in the case. Information on these appeals is available from the Arts and Science website, as well as the Arts and Science Faculty Office.

3.1.1 – Appeals to the Instructor

3.1.1.1 – Submission of the Appeal
If an academic decision is questioned by a student, the student will first take up the matter informally with the instructor who made the decision, in order to ensure that the instructor is aware of all the facts which the student believes are pertinent to the decision. This should be done as early as possible and must be done within 21 calendar days of communication of the decision to the student.

3.1.1.2 – The Decision of the Instructor
The instructor will normally give a reconsidered decision within 21 calendar days of receiving the additional information that the student has presented.

3.1.1.3 – Appealing the Decision of the Instructor
If a student is not satisfied with the decision of an instructor or a Department, an appeal may be made to the Office of the Associate Dean (Studies).

3.1.1.4 – Matters that may be Appealed to the Instructor
The following matters may be appealed to the instructor:

(i) Instructors’ decisions on grading of term work or final examinations (see Appeal of Academic Decisions, section 3); and
(ii) To request to write the final examination for a class at a later time than formally scheduled (see Academic Regulation 8).

3.1.2 – Appeals to the Office of the Associate Dean (Studies)

3.1.2.1 – Submission of the Appeal
Appeals must be received in the Faculty Office as soon as possible after receipt of the decision that is being appealed, and no later than the relevant deadline specified in Appeal Regulation 3.2.2, Timeline of Appeals. An appeal fee must also be submitted with the appeal documents. Students must complete the Associate Dean (Studies) online appeal form and include a letter outlining the nature of their concerns. The student must clearly explain the extenuating circumstances and their impact upon the student. The appropriate supporting documentation must be appended to the appeal.

3.1.2.2 – Review of Appeal Documentation
As part of the appeal review process, instructors, department administrators or other persons who have provided information contained in the appeal may be contacted to confirm or respond to statements presented in the appeal. If material in addition to that supplied by the student will be considered, the student will be advised of this material and will be given an opportunity to review and respond to that material.

In cases where facts are in dispute or there are issues of credibility, the student or the Associate Dean (Studies) may request a meeting in addition to the written appeal. Students have the right to be accompanied by a Dispute Resolution Advisor representative to meet with the Associate Dean (Studies). If a student seeks formal legal representation, they should notify the Associate Dean (Studies) in advance.
3.1.2.3 – The Decision of the Associate Dean (Studies)

In general, with the exception of appeals related to grading of term work or final examinations where other criteria will apply, appeals to the Associate Dean (Studies) are only granted where there are significantly extenuating circumstances, beyond the student’s control, that would merit the waiving of a particular Faculty regulation or decision or a non-evaluative grade.

The Office of the Associate Dean (Studies) will inform the student in writing of the decision, normally within 21 calendar days after the date at which the appeal is considered complete.

3.1.2.4 – Appealing the Decision of the Associate Dean (Studies)

The decisions of the Associate Dean (Studies) on matters related to appeals of grading of term work or final examinations are final.

In all other cases, if the student is not satisfied with the decision reached by the Associate Dean (Studies), the student can choose to proceed to the next stage of review by appealing to the Board of Studies.

3.1.2.5 – Matters that may be Appealed to the Office of the Associate Dean (Studies)

The Faculty of Arts and Science permits students to appeal the following matters to the Office of the Associate Dean (Studies):

(i) To add a course after the last official date for adding classes (see Academic Calendar Dates);
(ii) To drop a course after the last official date for dropping classes (see Academic Calendar Dates);
(iii) To request Aegrotat standing in a class (see Academic Regulation 10);
(iv) To request Credit (CR) standing in a class (see Academic Regulation 10);
(v) To request an extension of the deadline to submit incomplete work in a class, or to complete a deferred exam in a class (see Academic Regulation 10);
(vi) Instructors’ decisions on grading of term work or final examinations (see Academic Regulation 11);
(vii) To request to write the final examination for a class at an earlier time than formally scheduled (see Academic Regulation 8);
(viii) To request to complete any part of the third or fourth year of an honours degree program at another university (Fall and/or Winter Terms) (see Academic Regulation 14);
(ix) A requirement to withdraw (see Academic Regulation 13).

3.1.3 – Appeals to the Board of Studies

3.1.3.1 – Submission of the Appeal

Appeals must be received in the Faculty Office as soon as possible, but no later than 21 calendar days after receipt of the decision of the Associate Dean (Studies). There is no fee for the appeal to the Board of Studies. Students must complete the Board of Studies appeal form and include a letter that addresses the written statements made by the Associate Dean (Studies) in denying the appeal.

3.1.3.2 – Documentation to be Considered by the Board of Studies

All letters and documentation considered by the Associate Dean (Studies) in reaching a decision will be forwarded to the Board of Studies.

No additional information should be supplied, as the role of the Board of Studies is to review the decision of the Associate Dean (Studies) based on the same information available to the Associate Dean (Studies) at the time the decision was made. If new material is included, the appeal will be redirected to the Associate Dean (Studies) for reconsideration. After assessing new information, the Associate Dean (Studies) may decide to overturn the previous decision or to redirect the appeal to the Board of Studies for consideration.
3.1.3.3 – Review of Documentation

Students must have at least 7 calendar days to review and respond to the materials under consideration by the Board of Studies.

In cases where facts are in dispute or there are issues of credibility, the student or the Board of Studies may request an oral presentation, in addition to the written appeal. Students have the right to be accompanied by a Dispute Resolution Advisor to meet with the Board of Studies. If a student seeks formal legal representation, he or she should notify the Board of Studies in advance.

3.1.3.4 – Decision of the Board of Studies

In general, appeals to the Board of Studies are only granted where there are significantly extenuating circumstances, beyond the student’s control, that would merit the waiving of a particular Faculty regulation or decision.

The Board of Studies will inform the student in writing of the decision, normally within 21 calendar days after the date of the meeting of the Board of Studies to decide the appeal.

The decisions of the Board of Studies on academic matters are final (see the Senate Policy on Student Appeals, Rights and Discipline).

3.1.3.5 – Appealing the Decision of the Board of Studies

If the student is not satisfied with the process undertaken by the Associate Dean (Studies) or the Board of Studies, the student can choose to proceed to next stage of review by appealing to the University Student Appeal Board.

3.1.3.6 – Matters that may be Appealed to the Board of Studies

The Faculty of Arts and Science permits students to appeal decisions on the following matters to the Board of Studies:

(i) To add a course after the last official date for adding classes (see Academic Calendar Dates);
(ii) To drop a course after the last official date for dropping classes (see Academic Calendar Dates);
(iii) To request Aegrotat standing in a course (see Academic Regulation 10);
(iv) To request Credit (CR) standing in a course (see Academic Regulation 10);
(v) To request an extension of the deadline to submit incomplete work in a class, or to complete a deferred exam in a class (see Academic Regulation 10);
(vi) To request to write the final examination for a class at an earlier time than formally scheduled (see Academic Regulation 8);
(vii) To request to complete any part of the third or fourth year of an honours degree program at another university (Fall and/or Winter Terms) (see Academic Regulation 14);
(viii) A requirement to withdraw (see Academic Regulation 13).

3.1.4 – Appeals to the University Student Appeal Board (USAB)

3.1.4.1 – Submission of the Appeal

Appeals to USAB must be received in writing within 2 weeks of having received a decision from the Board of Studies. Students should contact the University Ombudsman to be informed of the appeal process.

3.1.4.2 – Matters that may be Appealed to USAB

If a student believes that there are reasons for an appeal on other than academic grounds, the student may set in motion the system for handling appeals as recorded in the Senate Policy on Student Appeals, Rights and Discipline, by appealing to the University Student Appeal Board.
3.2 – Limitations on Appeals

3.2.1 – Who may Appeal

Only students registered in the Faculty of Arts and Science are eligible to initiate an appeal using the Faculty’s appeal procedure (see the Senate Policy on Faculty Jurisdiction with Respect to Student Appeals of Academic Decisions).

Students who have graduated from the Faculty of Arts and Science are not eligible to submit an appeal of any kind after 21 days of their graduation.

3.2.2 – Timeline of Appeals

3.2.2.1 – 21-Day Appeal Timeline

There is a 21-day deadline to submit an appeal related to any of the following matters:

(i) To add a course after the last official date for adding classes (see Academic Calendar Dates);
(ii) Instructors’ decisions on grading of term work or final examinations (see Academic Regulation 11);
(iii) A requirement to withdraw (see Academic Regulation 13).

3.2.2.2 – Explanation of 21-Day Appeal Timeline

Any appeal of the academic matters listed above must be made within 21 calendar days of the decision under review. This timeline is in place for several reasons. First, the 21-day timeline offers students time to seek academic counselling, to write and submit an appeal, and to collect the supporting documents necessary to the appeal.

Second, the appeal timeline is in place to ensure that decision making takes place in a timely manner and that students are not left at a disadvantage in terms of enrolment in classes or assessment of academic standing. Timely decision making also allows students to continue in their academic programs without ongoing concern for unresolved matters.

Third, the appeal timeline is in place to ensure fair decision making. The interested parties and the original contexts within which the matter originated may not be available after this time period. Over time, instructors, class content, the norms of evaluating class materials, and Degree Plan structures may and generally do change. Furthermore, the supporting documents necessary to any appeal may no longer be available or their credibility may more easily come into question. Therefore, the inability to reconstruct accurately the circumstances leading to the original matter under appeal can compromise the decision-making process.

The principle of a limitation on timelines for review of academic matters conforms to precedents throughout the University. Most notably, Senate regulations on examinations require that final examinations be retained for up to one year from the date of writing. This policy assumes that students should be allowed sufficient time to query examination marks but also that the timeline for reconsideration is limited.

3.2.2.3 – One-Term Year Appeal Timeline

There is a one-term deadline to submit an appeal related to any of the following matters:

(i) To drop a course after the last official date for dropping classes (see Academic Calendar Dates);
(ii) To request Aegrotat standing in a course (see Academic Regulation 10);
(iii) To request Credit (CR) standing in a course (see Academic Regulation 10);
(iv) To request an extension of the deadline to submit incomplete work in a class, or to complete a deferred exam (see Academic Regulation 10).

3.2.2.4 – Explanation of One-Term Year Appeal Timeline

Any appeal of the academic matters listed above must be made by the end of the subsequent term of that in which the course being appealed was taken, within 12 months of the end of the course in question.

This regulation may not be appealed.
<table>
<thead>
<tr>
<th>Term of Course being Appealed</th>
<th>One-Term Appeal Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td>30 April</td>
</tr>
<tr>
<td>Winter Term</td>
<td>15 September</td>
</tr>
<tr>
<td>Summer Term</td>
<td>31 December</td>
</tr>
</tbody>
</table>

This timeline is in place for several reasons. First, the one-term timeline offers students time to seek academic counseling, to write and submit an appeal, and to collect the supporting documents necessary to the appeal. It also recognizes that the extenuating circumstances that led to the difficulty in completing the class(es) are usually not resolved within 21 days and that students require additional time to initiate the appeal process.

Second, the appeal timeline is in place to ensure that decision making takes place in a timely manner, allowing students to continue in their academic programs without ongoing concern for unresolved matters.

Third, the one-year appeal deadline appeal timeline is in place to ensure fair decision making. The interested parties and the original contexts within which the matter originated may not be available after this time period. Over time, instructors, class content, the norms of evaluating class materials, and Degree Plan structures may and generally do change. Furthermore, the supporting documents necessary to any appeal may no longer be available or their credibility may more easily come into question. Therefore, the inability to reconstruct accurately the circumstances leading to the original matter under appeal can compromise the decision-making process.

--- Appealling the 21-Day or One-Term Appeal Timeline
Exceptions to this regulation can only be granted in cases where extenuating circumstances beyond a student’s control render the student unable to appeal within the specified timeline. The student must be able to show that the extenuating circumstances were ongoing. The student must also be able to demonstrate that these circumstances prevented the student from acting between the time the original decision was received and the time at which the appeal was eventually initiated. Appeals of the regulation governing the timeline for appeals must be submitted in writing. An appeal of this type should include a presentation of the specific reasons for the delay and must include documents that support the reasons for this delay.

Note that students are not able to revisit the same time period in submitting subsequent appeals. For example, if a student has appealed to drop one or more classes without academic penalty in the Fall Term, he or she is not able to make a subsequent different appeal in relation to that same time period.

### 3.2.2.5 – Appealing after Graduation
No appeal may be submitted by a student after 21 days following graduation.

### 3.2.3 – Appealing the Same Matter
Once an appeal has been decided by the Board of Studies, students may not appeal the same matter to the Associate Dean (Studies).

### 3.3 – Matters that May be Appealed
#### 3.3.1 – To Add a Class after the Last Official Date for Adding Classes
Students must be enrolled in a class to be eligible to attend or otherwise participate in lectures, laboratories, tutorials, tests, and examinations associated with the class (see Academic Regulation 6).

Appeals to add a class late must clearly demonstrate the significant extenuating circumstances, beyond the student’s control, which prevented him or her from making the addition by the published deadline. A medical certificate or other documentation that outlines how the personal extenuating circumstances hindered the student’s ability to add the class during the published deadlines should be provided with the letter of appeal. The student must also have support from the Undergraduate Chair of the relevant department and from the class instructor. If the class was full prior to the deadline and a wait list existed for the class, the student must have been at or near the top of the wait list for the class in order for the appeal to be considered.
An appeal to add a class late must be submitted within 21 calendar days of the deadline to add a class for the specified term.

3.3.2 – To Drop a Class after the Last Official Date for Dropping Classes

Appeals to drop a class late must clearly demonstrate the significant extenuating circumstances, beyond the student’s control, which prevented him or her from dropping the class by the published deadline, as indicated in the Faculty’s Academic Calendar Dates. A medical certificate or other documentation that outlines how the personal extenuating circumstances hindered the student’s ability to drop the class during the published deadlines must be provided with the letter of appeal. If the appeal is successful, a grade of DR will be placed on the transcript. If the appeal is unsuccessful, the final grade earned will remain on the transcript. A student may not appeal to remove a DR grade from the transcript.

Students should be aware that if there are extenuating circumstances, other options are available in place of a DR grade, particularly when some or all of the coursework has been completed. These include Incomplete status (IN), Credit status (CR) or an Aegrotat grade in the class. Note that classes in which a student has received a passing grade may not be dropped. Instead, students with extenuating circumstances should consider an appeal for credit (CR) standing (see Academic Regulation 10).

Students may not appeal to drop a class in which there is a pending investigation of a departure from academic integrity, or a finding of a departure from academic integrity that has resulted in a failure in the class.

An appeal to drop a class must be submitted by the end of the subsequent term to the term in which the class was offered, within 12 months of the end of the course in question.

3.3.3 – To Request Aegrotat Standing in a Course

Aegrotat standing is reserved for a student who, because of illness or other extenuating circumstances beyond their control, is unable to complete all the work of the class. At least 60 per cent of the work to be evaluated in the class (assignments, midterms, laboratories, final examination, as specified in the class syllabus) must be completed. A medical certificate or other documentation that outlines how the personal extenuating circumstances affected the student’s academic performance must be provided with the letter of appeal. As part of the appeal the instructor(s) involved must indicate whether the student has demonstrated an understanding of the course material met the learning outcomes for the course. If this request is granted, the instructor(s) will be asked to provide an estimated final grade (see Academic Regulation 10).

An appeal for aegrotat standing must be submitted within 12 months of the end of the course in question by the end of the subsequent term to the term in which the class was offered.

A student may be granted aegrotat or credit standing for a combined maximum of 3618.0 units over the course of an entire degree program (see Academic Regulation 10).

3.3.4 – To Request Credit (CR) Standing in a Course

Credit standing is reserved for a student who has completed all of the work of the class, including the final examination, and achieved a passing grade in the class, but due to illness or other extenuating circumstances beyond his or her control, earned a substantially lower grade than might have been expected. Normally CR standing is only awarded for a grade of C or lower. A medical certificate or other documentation outlining how the personal extenuating circumstances affected the student’s academic performance must be provided with the letter of appeal (see Academic Regulation 10).

An appeal for credit standing must be submitted within 12 months of the end of the course in question by the end of the subsequent term to the term in which the class was offered.

A student may be granted aegrotat or credit standing for a combined maximum of 3618.0 units over the course of an entire degree program (see Academic Regulation 10).
3.3.5 – To Request an Extension of the Deadline to Submit Incomplete Work or to Complete a Deferred Examination in a Class

As outlined in Academic Regulation 10, a student affected by extenuating circumstances may ask the course instructor for incomplete standing (IN), or that the final examination be delayed, for up to one full term after the completion of a class. If this request is granted, any further request to submit incomplete work or to write a final examination after that term has elapsed must be made through a formal appeal to the Associate Dean (Studies). A medical certificate or other documentation outlining how the personal extenuating circumstances prevented the student from completing the outstanding work or writing the examination by the end of the next term must be provided with the letter of appeal. A note from the instructor agreeing to a further extension and stating a revised final date for completion of the course work in question or the final examination must also be included.

Normally such requests are considered if the student has participated actively in the class and only one or two elements of the class have not been completed due to extenuating circumstances beyond the student’s control. Students with extenuating circumstances who have been unable to complete the majority of the work in a class should consider an appeal to drop a class after the deadline rather than an extension of the deadline to submit incomplete work.

An appeal for the extension of the deadline to submit incomplete work or to complete a deferred examination beyond one term must be made by the end of the term following that in which the incomplete work was to be submitted or the deferred examination was to be written.

3.3.6 – To Request a Review of Instructors’ Decisions on Grading of Term Work and/or Final Examinations

A student may request a review of any grade assigned in a course subject to the marking scheme set out by the course instructor(s). As a first step, the student must request an informal review with the instructor concerned, and instructors are strongly encouraged to consent. If the informal review process is unsuccessful, the student may ask for the assistance of the Office of the Associate Dean (Studies) in order to facilitate a review through an appeal to the Associate Dean (Studies). This request must be made within 21 calendar days of the grade being received.

As part of the appeal request, the student should:

(i) clearly articulate grounds for reconsideration and identify specifically the substance of an answer where the student feels the mark given was not evaluated fully, for example:
  - show, in an objective answer, that a correct answer has been counted as incorrect;
  - show, in a subjective or essay answer, that the response has been under evaluated substantially; and

(ii) provide relevant documentation to support the appeal (i.e. class notes, etc.).

It is the responsibility of the student to preserve all exercises, papers, reports and other graded material for the course and to submit these materials with the appeal. In any formal appeal of term work, the student must accept the responsibility for ensuring that the work presented for reassessment is in fact the original term work submitted for evaluation (see Academic Regulation 11).

The term work or examination in question will be forwarded to the Head of the relevant academic unit with a request to facilitate the review by appointing two reviewers on behalf of the Office of the Associate Dean (Studies). One of the two reviewers is normally the original instructor; however if the instructor is not available, or if the student can demonstrate bias or other conflict on the part of the original instructor, the Department Head/Director may appoint any two reviewers with good knowledge of the course material. In such cases the original instructor may be asked to provide any documentation relevant to the review. Each reviewer will independently reread the term work or examination. Where possible, the student’s identity will remain confidential from the reviewers (names and student numbers will be removed from the term work or examination). In matters where there is a discrepancy in grades between the reviewers, the Department Head/Director will arbitrate the final grade, and will report the grade to the Office of the Associate Dean (Studies), usually within 21 calendar days of receiving the request.
The reconsidered grade, which may be higher than or unchanged from the original grade, may not be further appealed to the Board of Studies, as the Board has no academic jurisdiction.

3.3.7 – To Request to Complete Any Part of the Third or Fourth Year of an Honours Degree Program at another University (Fall/Winter Session)

Normally the last two years of the honours degree are taken in the Faculty of Arts and Science at Queen’s. Students in good academic standing (i.e. on a degree program with a minimum cumulative GPA of 1.60) may spend the third or fourth year of an honours program at another university with the written permission of the department(s) of concentration and the Associate Dean (Studies). The student’s appeal should directly address how courses taken at another university will fulfill the concentration requirements. If approved, these students must obtain a Letter of Permission from the Arts and Science Faculty Office prior to enrolling in courses at another university (see Academic Regulation 14).

Students should be aware that the appeal process can take up to 21 calendar days and the application process for the Letter of Permission can take two to three weeks. In addition, should the appeal be approved and the Letter of Permission granted, students must then meet the host university’s admission deadlines.

3.3.8 – To Request to Waive a Requirement to Withdraw for One Year

Appeals requesting that a requirement to withdraw be waived must clearly demonstrate how significantly extenuating circumstances, beyond the student’s control, affected his or her academic performance. In cases where the extenuating circumstances have been temporary, the student should indicate and document how the circumstances have been overcome and why the student is confident that they will not continue to be a factor in academic performance. In cases where the extenuating circumstances are ongoing rather than temporary, the student should also indicate and document how these personal challenges will be managed if the requirement to withdraw is waived. A medical certificate or other official documentation that demonstrates the impact of the extenuating circumstances must be provided with the letter of appeal.

If the requirement to withdraw is waived, the Associate Dean (Studies) may impose conditions governing the student’s subsequent registration. In these cases, at the discretion of the Associate Dean (Studies), the student’s registration status may be changed from full-time to part-time, or the student may be required to seek the permission of the Associate Dean (Studies) in order to enrol in classes.

An appeal of the requirement to withdraw must be submitted within 21 calendar days of the receipt of the letter from the Associate Dean (Studies) informing the student of the decision that the student must withdraw.

In all cases a notation indicating the requirement to withdraw will remain on the transcript, in accordance with the Senate’s Policy on Transcript Terminology for Students Withdrawing from Queen’s University. If the requirement to withdraw is waived, then a notation to that effect shall be added to the transcript.

3.3.9 – To Request to Waive a Requirement to Withdraw for a Minimum of Three Years

3.3.9.1 – Appeals Submitted Within 21 Days of Notification of RTW3 Standing

Appeals requesting that a requirement to withdraw be waived must clearly demonstrate how significantly extenuating circumstances, beyond the student’s control, affected his or her academic performance. In cases where the extenuating circumstances have been temporary, the student should indicate and document how the circumstances have been overcome and why the student is confident that they will not continue to be a factor in academic performance. In cases where the extenuating circumstances are ongoing rather than temporary, the student should also indicate and document how these personal challenges will be managed if the requirement to withdraw is waived. A medical certificate or other official documentation that demonstrates the impact of the extenuating circumstances must be provided with the letter of appeal. If a lesser sanction is imposed, the requirement to withdraw notation will be removed from the transcript.

If a student is within 12.0 units of completion of a degree, that student’s case will be reviewed by the Associate Dean (Studies), who may impose a lesser sanction. In exceptional circumstances, the continuation of academic probation
may be imposed by the Associate Dean (Studies) as an alternative to requiring a student to withdraw. The special conditions which the student must meet in such instances will be determined by the Associate Dean (Studies) on an individual basis (see Academic Regulation 13). If a lesser sanction is imposed, the requirement to withdraw notation will be removed from the transcript.

If the requirement to withdraw is waived, the Associate Dean (Studies) may impose conditions governing the student’s subsequent registration. In these cases, at the discretion of the Associate Dean (Studies), the student’s registration status may be changed from full-time to part-time, or the student may be required to seek the permission of the Associate Dean (Studies) in order to enrol in classes.

An appeal of the requirement to withdraw must be submitted within 21 calendar days of the receipt of the letter from the Associate Dean (Studies) informing the student of the decision that the student must withdraw. Further appeals to the Office of the Associate Dean (Studies) for a requirement to withdraw for a minimum of three years will not be entertained until the full three years have elapsed.

In all cases a notation indicating the requirement to withdraw will remain on the transcript, in accordance with the Senate’s Policy on Transcript Terminology for Students Withdrawing from Queen’s University. If the requirement to withdraw is waived, then a notation to that effect shall be added to the transcript.

3.3.9.2 – Appeals Submitted After the Three Year Withdrawal Period
After the minimum withdrawal period of three years, a student who wishes to return to the Faculty of Arts and Science must appeal to the Associate Dean (Studies). The appeal must include a completed Return to Studies form, an outline of what the student has done during the period of withdrawal and a viable academic plan for the completion of the degree program. The appeal should provide evidence of their capability to succeed in the proposed academic plan.

If the requirement to withdraw is waived, the Associate Dean (Studies) may impose conditions governing the student’s subsequent registration. In these cases, at the discretion of the Associate Dean (Studies), the student’s registration status may be changed from full-time to part-time, or the student may be required to seek the permission of the Associate Dean (Studies) in order to enrol in classes.

An appeal of the requirement to withdraw may be submitted at any time after the minimum withdrawal period of three years has elapsed.
10.1 – Non-Evaluative Grades

10.1.1 – Aegrotat Standing

Aegrotat estimated standing in a course is reserved intended for situations in which a student, who has completed and passed at least 60 per cent of the work met the learning outcomes -for a course, but because of illness or other extenuating circumstances beyond his or her control, is unable to complete all the work of the course (see Academic Regulation 6). Aegrotat grades will be included in the student’s grade point average (GPA), can be used as credit earned towards a degree program, and can be used to qualify for entry to a degree Plan.

A student seeking aegrotat standing in a class must submit a formal appeal to the Office of the Associate Dean (Academic) (see Appeal of Academic Decisions, Section 3). As part of the appeal, the instructor must indicate whether the student has demonstrated an understanding of the class material met the learning outcomes for the course and must provide an estimation of the student’s grade in the class based on the work completed. If the request is granted, this estimated letter grade will appear on the student’s transcript together with a note reading “Aegrotat Estimated Grade.”

Students may be granted aegrotat and/or credit standing for a combined maximum of 3618.0 units during their entire program.

10.1.2 – Credit Standing (CR)

Credit standing (CR) in a course is reserved intended for situations in which a student, who has completed all of the work of the course including the final examination, and achieved a passing grade in the course, but because of illness or other extenuating circumstances beyond his or her control, earned a substantially lower grade than might have been expected, normally a grade of C or lower (see Academic Regulation 6). A course with credit standing will not be included in the student’s GPA but can be used as credit earned towards a degree program. Students who wish to use a course in which they have credit standing as a prerequisite for registering in a further class may need to appeal to the instructor of the class if the prerequisite requirement includes a minimum grade. The instructor has the authority to waive this prerequisite at their discretion. Use of a course with credit standing for admission to a Plan shall be at the discretion of the Department.

A student seeking credit standing in a course must submit a formal appeal to the Office of the Associate Dean (Academic) (see Appeal of Academic Decisions, section 3). If the request is granted, the designation CR will appear on the student’s transcript along with a notation containing the letter grade in place of a letter grade, and the instructor will be notified of this change in grade.

Students may be granted aegrotat and/or credit standing for a combined maximum of 3618.0 units during their entire program.
Dear Colleagues,

I hope that this message finds you well and maybe even on a vaccination list.

I am writing you in my new role as the Chair of the Nominating Committee of Faculty Board. I seek to find good people to fit the open / soon opening slots in the FB’s Standing Committees and the FAS seats on Senate.

These governance opportunities are key to the smooth and democratic running of the University. They are also opportunities to get involved in the University at the faculty and university levels. We all benefit greatly from the great work of the folks on these committees. I appreciate your assistance in finding faculty to serve.

Due to the pandemic, as well as to the gradual erosion of the number of full complement FTEs, and despite some good outreach efforts, there are more open slots than usual. The terms are usually three years and they usually begin 1 July.

Starting now, we really need two Humanities and three Social Sciences and one Natural Sciences and Mathematics member for:

**Board of Studies**

Abridged Terms of Reference from the Faculty Board Bylaws document:

“review, hear, and decide on student appeals of decisions of the Associate Dean (Studies), including but not limited to student-enrolment decisions, registration, accommodation, incomplete grades, deferred exams, term grades, final exams, final grades, requirements to withdraw and other comparable decisions, but excluding matters of Academic Integrity”


I have asked the administrator who shepherds the committee, Pamela Briand, about the time commitment, as many of us feel quite busy at this point in the semester. The meetings happen about once a month, with 2-3 meetings a week in the last two weeks of August only. Meetings will be virtual.

We need two Social Sciences or Natural Sciences and Mathematics members (Humanities also accepted) starting September 1, 2021 and one Humanities, Social Sciences, or Natural Sciences and Mathematics member starting September 1, 2021 or January 2022 for:

**Senate**

(appointment begins Sept. 1)

Under the jurisdiction of the Royal Charter of 1841, Senate determines all matters of an academic character that affect the University as a whole, and is concerned with all matters that affect the general welfare of the University and its constituents. Senate shall serve as a forum for discussion and exchange of ideas among the members of the University community.


[Senate Rules of Procedure](#)
We need **one Social Sciences** member starting July 2021 and **one Humanities** member starting January 2022 for:

### Curriculum Committee

A snippet of the Curriculum Committee’s Terms of Reference from the Faculty Board Bylaws document: “to examine programs of instruction, degree programs, interdisciplinary studies and methods of instruction, and to make appropriate recommendations to the Faculty Board”


FAS’s Associate Director, Student Services (Registration, Admission and Service) Kevin O'Brien [obrienk@queensu.ca](mailto:obrienk@queensu.ca) shepherds the committee and would have to talk to any candidates about the position. He writes:

“The committee meets one hour weekly starting late October through to February (except December). Members should like to work hard, have a wide array of interests and keen attention to detail, and should be student-oriented.”

The other two Social Sciences members are DEVS and Psychology.

(I have been on Curriculum Committee for two years now and find it quite rewarding-J Hosek).

Starting January 2022, we need a **new Chair of Nominating Committee** (Hosek scheduled sabbatical leave) – **any stream**. We could also use **one Humanities, one Natural Sciences and Math and one Social Sciences** member. Members help recruiting, primarily by suggesting candidates to the Chair:

### Nominating Committee

[Filling vacancies on committees](https://www.queensu.ca/artsci/sites/default/files/by-laws_of_fb.pdf) (see Faculty Board Bylaws document)

We also need **one Humanities** and one **Natural Sciences and Math** member for:

### Procedures Committee

Abridged Terms of Reference from the Faculty Board Bylaws document: to review from time to time the procedures of the Faculty Board and to recommend to the Faculty Board changes in by-laws


Candidates should have a strong understanding of Faculty Board structures and governance. Jonathan Rose is Chair and can offer insights into this position. One meeting a year, typically.